

Woodvale Primary School Bullying Prevention Policy



Rationale

All members of our community are committed to ensuring a safe and supportive environment, which promotes personal growth and fosters positive self-esteem for all. We aim to maintain a setting in which everyone feels valued and respected and where individual differences are appreciated, understood and accepted.

Education Department of WA's Definition of Bullying

"When an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying."

Types of Bullying:

* **Verbal Bullying**

* **Emotional/Psychological Bullying**

* **Relational Bullying** (repeatedly ostracising others by leaving them out or convincing others to exclude)

* **Physical Bullying**

* **Cyber Bullying**

All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours. Any member of the school community can be an Upstander and can learn ways to act successfully in preventing or stopping bullying.

What Bullying is NOT:

Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. These are three socially unpleasant situations that are often confused with bullying:

- **Mutual conflict**

In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

- **Social rejection or dislike**

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

- **One-Off Incidents**

Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying. These incidents will be dealt with under the school's consequence procedures.

Bullying Prevention Policy Objectives

The objectives of our whole-school bullying policy are:

- To raise awareness among staff, students and parents about bullying
- To actively counter bullying at the school
- To provide strategies to resolve conflict and respect differences
- To create a school environment where all students, staff and parents feel safe and welcome
- To create a climate where it is okay to talk about bullying and ask for help
- To promote positive student wellbeing

ACTION BY ADMINISTRATION/TEACHER WHEN BULLYING IS REPORTED

- Act to stop the behaviour recurring.
- Write down name/names of bullied child, who reported the incident and bystander/bystanders.
- Interview the bullied child to see what happened.
- Discuss strategies that the bullied student might use to avoid being bullied in the future.
- Individually interview bystander/bystanders using the *No Blame* Approach.
- Discuss strategies these students might use to avoid bullying in the future.
- Record what happened on the Infringement form with a copy sent to Administration.
- Monitor the situation over the following days.
- If appropriate, speak to class without using any names.
- Keep parents of involved students informed.

MEMBERS	RIGHTS	RESPONSIBILITIES
All students, teachers, parents, wider school community	<ul style="list-style-type: none"> • are safe and supported in the school environment • are included • are treated with respect 	<ul style="list-style-type: none"> • participate and contribute to school positive behaviour programs • build positive relationships • demonstrate respect and tolerance towards others
School leadership	<ul style="list-style-type: none"> • is supported in developing the school's plan to prevent and effectively manage bullying • is supported in implementing the strategies and programs under the school's plan 	<ul style="list-style-type: none"> • provides leadership in resourcing the school's plan • ensures the school community is informed of the plan • implements the plan • supports staff to implement the strategies and programs under the plan • all staff made aware of bullying issues in school

<p>Staff</p>	<ul style="list-style-type: none"> • feel safe and supported in the workplace • are informed of the school's plan on bullying • have access to professional learning in preventing and effectively managing bullying • have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/ emotional learning) 	<ul style="list-style-type: none"> • promote and model positive relationships • participate in developing the school plan • identify and respond to bullying incidents • deliver the strategies and programs to students in responding to bullying effectively • promote effective bystander behaviour • promote social problem-solving • use appropriate terminology when referring to bullying and the students involved
<p>Students</p>	<ul style="list-style-type: none"> • have access to curriculum that supports the building of resiliency and social skills • are informed of the school's plan on bullying • are provided with supports to deal with bullying 	<ul style="list-style-type: none"> • understand and value the concepts of inclusion and tolerance • identify and respond effectively to bullying • are aware of themselves as bystanders • seek help for themselves and others as needed
<p>Parents</p>	<ul style="list-style-type: none"> • are treated with respect • are confident their children are provided with a safe and supportive school environment • are provided with access to information on the prevention and management of bullying • are informed of the school's plan and opportunities to participate 	<ul style="list-style-type: none"> • support and encourage children to treat others with respect and tolerance • act in accordance with the school plan if they observe/ know about bullying • encourage children to report bullying incidents • work effectively with the school in responding to bullying • Model appropriate behaviour and resolve conflicts in an appropriate manner • Check with their child and report incidents to the school
<p>Wider community: including other professionals</p>	<ul style="list-style-type: none"> • are strategically included in prevention and bullying management 	<ul style="list-style-type: none"> • provide support and input into the school's approach to preventing and managing bullying

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Whole School Prevention Strategies

- Ensure that there is a whole-school student support approach (All staff made aware of bullying issues, student attitudes, the need to take action and of their role in implementing the policy)
- All staff to provide careful, active supervision
- Discuss the issue of bullying regularly at staff meetings and provide training to all staff
- Anti-bullying material included in Health learning area. (Self-management skills and interpersonal skills.)
- Self-protective behaviours – ignoring verbal put downs, enlisting adult or peer support, learn assertive responses, saying “no” and walking away, helping others being bullied. Change the “don’t do” culture. Students should “report” incidents.
- Model and teach students the school values.
- Preventative support systems – peer support (school councillors and faction captains) to assist in making the school safer by reporting incidents and assisting students who may be targets of Bullying
- Teach bystander and upstander students to challenge bullying
- Provide safe places (library), mentors and group problem-solving

- Intensive small group work for students who bully (conflict resolution, anger management) and students who are bullied (assertiveness training and self-protective behaviours). Admin and school chaplain to use when required.
- Teachers to be assisted in difficult cases by administrator, school psychologist and school Chaplain
- Rewarding positive action and appropriate behaviour
- Value Points – for good sportsmanship, fair play and appropriate behaviour, results announced at assemblies
- Implement strategies such as *Friendly Schools Plus*, *Buz (Year 2)* and *Protective Behaviours*
- Mobile phones to be handed to teachers at the start of the day

Playground Strategies

- Staff to wear highly visible jackets for easy identification and employ active supervision
- Segregate the schoolyard into specific playing areas
- Teachers recognise and reinforce positive behaviour with Value Points and verbal praise
- Listen to grievances and take appropriate action
- Teachers to return to class quickly on the siren, to avoid possible problems in class lines
- Follow the school's current Positive Behaviour Policy
- Peer Mediators– Year 6
- Admin assemblies
- Interactive– open-ended play equipment- “Loose Parts”
- Library open every lunch time

Bullying behaviour occurs
Behaviour reported
Interview all involved separately
Mediate all involved in group interview
Negotiate behaviour change
Review
Change in behaviour
Continue to monitor

